**Step 1: Identify**

1. **The teacher gets a clear picture of the current reality.**

• The teacher administers the Pretest.

1. **The coach and teacher review the Pretest results, standardized reading test results, and standards for vocabulary learning.**
2. **The coach prompts the teacher to set a goal(s).**
3. **The teacher identifies teacher-focused goal(s) and student-focused goal(s)**

**•** See the Example Goals Sheet for the Word Mapping Strategy Program

1. **The coach supplies information about programs available.**
2. **The teacher identifies the Word Mapping Strategy Program to meet the goals.**
3. **The teacher chooses to teach Lessons 1 – 4 or the whole program.**

**Step 2: Learn**

1. **The coach helps the teacher with logistics for using the program**

• Copying learning sheets and making folders

• Setting up Student Folders

• Setting up locations for printed materials, Student Folders, handing in products, returning scored products

• Creating a routine for scoring student work and checking oral-reading checks during class

• Planning activities for students who have met mastery

1. **The teacher sets a time to start implementing.**
2. **The coach offers demonstrations of how to teach a lesson.**
3. **The teacher chooses an approach to modeling and sets a time.**
4. **The coach shares the checklists.**

**•** See the Word Mapping Strategy Checklist and the Word Mapping Strategy Completion Checklist

1. **The coach prompts the teacher to modify the checklists.**
2. **The coach provides modeling in one or more formats.**

**Step 3: Improve**

1. **The teacher implements the program with students.**
2. **The coach observes the teacher and checks student folders.**
3. **The teacher is videotaped while teaching the program.**
4. **Data are gathered related to the identified goals.**

• All products are stored in Student Folders after being scored.

• The Posttest is administered and scored when students complete all the lessons

1. **Coach and teacher meet to discuss implementation and product data and progress toward the goal(s).**
2. **The teacher makes modifications, and observations and meetings continue until the goal(s) are met.**